



9 1 فبراير 2024

مذكرة رقم :

062X24

إلى السيدات والسادة
مديرة ومديري الأكاديميات الجهوية للتربية والتكوين
المديرات والمديرين الإقليميين
المفتشات والمفتشين التربويين للتعليم الثانوي
مديرات ومديري الثانويات التأهيلية
أستاذات وأساتذة التعليم الثانوي التأهيلي

الموضوع : الإطار المرجعي المكيف لاختبارات الامتحان الوطني الموحد للبكالوريا - 2024

- مادة اللغة الإنجليزية لجميع الشعب والمسالك -

المرجع : - قرار وزير التربية الوطنية والتعليم العالي وتكوين الأطر والبحث العلمي رقم 2385.06 بتاريخ 23 رمضان 1427 (16 أكتوبر 2006) في شأن تنظيم امتحانات نيل شهادة البكالوريا كما تم تغييره وتتميمه؛

- المذكرة الوزارية رقم 001X24 بتاريخ 02 يناير 2024 في شأن تكيف تنظيم السنة الدراسية 2023/2024

- المذكرة الوزارية رقم 086X24 بتاريخ 25 يناير 2024 في شأن الوثيقة المرجعية الخاصة بتكيف البرامج الدراسية

سلام تام بوجود مولانا الإمام،

وبعد، فإلحاقا بالمراجع المشار إليها أعلاه، ومواصلة للجهود الرامية إلى الرفع من جودة التعليم المدرسية، وانسجاما مع التوجهات الهادفة إلى تحسين الممارسة التقويمية والرفع من مصداقيتها، عملت الوزارة على إعداد الإطار المرجعي المكيف للامتحان الوطني الموحد للبكالوريا الخاص بمادة اللغة الإنجليزية لجميع الشعب والمسالك لاعتماده في بناء مواضيع اختبارات المادة المذكورة بالامتحان.

وقد تم إعداد هذا الإطار المرجعي والمصادقة عليه من طرف لجن وطنية تخصصية بتمثيلية الأكاديميات الجهوية للتربية والتكوين.



1. الأهداف

وتتحدد الأهداف من اعتماد الأطر المرجعية في:

1.1. التحديد الأدق لما يجب أن يستهدفه الامتحان الوطني الموحد للبكالوريا من كفايات ومهارات ومضامين وذلك بهدف التوجيه الأنجع لتدخلات مختلف الفئات المعنية بإعداد المترشحين والمترشحات لاجتياز هذا الامتحان؛

2.1. الرفع من درجة صلاحية مواضيع الامتحانات الإشهادية بجعلها أكثر تغطية وتمثيلية للمنهاج الدراسي الرسمي؛

3.1. تدقيق الأساس التعاقدي للامتحان بالنسبة لجميع الأطراف المعنية من مدرسات ومدرسين وتلميذات وتلاميذ ولجن إعداد المواضيع؛

4.1. اعتماد معيار وطني موحد لتقويم مواضيع الامتحانات الإشهادية؛

5.1. توفير موجّهات لبناء فروض المراقبة المستمرة واستثمار نتائجها في وضع الآليات الممكنة من ضمان تحكم المتعلمات والمتعلمين في الموارد والكفايات الأساسية للمناهج الدراسية.

2. بنية الإطار المرجعي

يستند وضع الأطر المرجعية لمواضيع الامتحانات الإشهادية على التحديد الدقيق والإجرائي لمعالم التحصيل النموذجي للمتعلمين والمتعلمات عند نهاية السلك التعليمي وذلك من خلال:

2.1. ضبط الموارد الدراسية المقررة في السنة النهائية لسلك البكالوريا مع حصر درجة الأهمية النسبية لكل مجال من مجالاتها داخل المنهاج الرسمي لكل مادة دراسية؛

2.2. تعريف الكفايات والمهارات والقدرات المسطرة لهذا المستوى التعليمي تعريفا إجرائيا، مع تحديد درجة الأهمية بالنسبة لكل مستوى مهاري داخل المنهاج الرسمي للمادة الدراسية المعنية؛

3.2. تحديد شروط الإنجاز.

3. توظيف الإطار المرجعي

توظف الأطر المرجعية في بناء مواضيع الاختبارات المتعلقة بمختلف المواد المعنية بالامتحان وذلك بالاستناد إلى المعايير التالية:

1.3. التغطية : أن يغطي موضوع الامتحان كل المجالات المحددة في الإطار المرجعي الخاص بكل مادة دراسية.

2.3. التمثيلية : أن تعتمد درجة الأهمية المحددة في الإطار المرجعي لكل مجال من مجالات الموارد الدراسية ولكل كفاية أو مستوى مهاري في بناء موضوع الاختبار وذلك لضمان تمثيلية هذا الأخير للمنهاج الرسمي المقرر.

3.3. المطابقة : أن يتم التحقق من مطابقة الوضعيات الاختبارية للمحددات الواردة في الإطار المرجعي على ثلاث مستويات:



- الكفايات والمهارات؛
- الموارد الدراسية ومجالاتها؛
- شروط الإنجاز.

هذا، وحتى يحقق هذا الإجراء الأهداف المتوخاة منه، باعتباره خطوة أساسية للرفع من صلاحية وموثوقية الامتحانات الإشهادية، يشرفني أن أطلب منكم الحرص على تنفيذ ما يلي:

✓ استنساخ هذه المذكرة وتوزيعها على المعنيين بالموضوع من مفتشات ومفتشين تربويين وأستاذات وأساتذة مع العمل على إطلاع مختلف المترشحين والمترشحات لامتحانات البكالوريا على فحواها؛

✓ تمكين السيدات والسادة المفتشات والمفتشين التربويين للمواد المعنية بالامتحان من عقد اجتماعات ولقاءات تربوية لإطلاع المتدخلين المعنيين على مضامين هذا الإطار المرجعي؛

✓ دعوة السيدات والسادة المفتشات والمفتشين التربويين إلى تنظيم لقاءات تربوية مع السيدات والسادة الأستاذات والأساتذة لاعتماد هذه الأداة في التخطيط للتدريس وتوظيفها في إعداد فروض المراقبة المستمرة.

واعتبارا للأهمية البالغة التي يكتسيها هذا الموضوع، فإني أهيب بالجميع، كل من موقعه، إيلاءه كل الاهتمام والعناية اللازمين.

و السلام.

وزير التربية الوطنية والتعليم الأولي
والرياضة
شكيب بنموسى

الأطر المرجعية المكيفة الخاصة بالامتحان الوطني الموحد لنيل شهادة البكالوريا - 2024 -
الإطار المرجعي لمادة اللغة الإنجليزية
جميع الشعب والمسالك

The Adapted National Baccalaureate Exam Specifications -2024 - English Subject - All Streams

INTRODUCTION

The Baccalaureate English exam is a summative written achievement test produced by the Moroccan National Centre for Evaluation and Exams. It is taken for certification purposes at the end of the secondary school education. It is administered to all eligible candidates. The content of the exam paper is based on the adapted national curriculum and aims at assessing testees' knowledge and skills in reading comprehension, vocabulary, grammar, language functions and writing. The test paper comprises three sections:

Section One: Comprehension

Section Two: Language (Grammar, Vocabulary and Functions)

Section Three: Writing



1. SYLLABUS BREAKDOWN

Streams	Syllabus and Textbooks	Syllabus coverage
Arts	✓ The syllabus specified in the Guidelines (2007) ✓ The textbook(s) adopted by the Ministry of Education for the second year Baccalaureate ✓ The adapted syllabus 2024	All learners must cover the following 8 units/themes: • Formal, Informal and Non-formal Education • Cultural (Issues and) Values • The Gifts of Youth • Women and Power • Humor • Advances in Science and Technology • Citizenship • Sustainable Development
Humanities	✓ The syllabus specified in the Guidelines (2007) ✓ The textbook(s) adopted by the Ministry of Education for the second year Baccalaureate ✓ The adapted syllabus 2024	All learners must cover the following 8 units/themes: • Formal, Informal and Non-formal Education • Cultural (Issues and) Values • The Gifts of Youth • Women and Power • Humor • Advances in Science and Technology • Citizenship • Sustainable Development
All Science, Technical and Original streams	✓ The syllabus specified in the Guidelines (2007) ✓ The textbook(s) adopted by the Ministry of Education for the second year Baccalaureate. ✓ The adapted syllabus 2024.	All learners must cover the following 8 units/themes: • Formal, Informal and Non-formal Education • Cultural (Issues and) Values • The Gifts of Youth • Women and Power • Humor • Advances in Science and Technology • Citizenship • Sustainable Development
All vocational	✓ The syllabus specified in the Guidelines (2007)	All learners must cover the following 8 units/themes:

streams	✓ The textbook(s) adopted by the Ministry of Education for the second year Baccalaureate. ✓ The adapted syllabus 2024.	• Formal, Informal and Non-formal Education • Cultural (Issues and) Values • The Gifts of Youth • Women and Power • Humor • Advances in Science and Technology • Citizenship • Sustainable Development
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2. COMPLETION TIME AND WEIGHTING

Streams	Weighting	Completion time
Arts	4	3 hours
Humanities	3	3 hours
All Science, Technical and Original streams & All Engineering and Agriculture streams	2	2 hours
Culinary Arts, Catering, Logistics and Fashion Design streams	4	3 hours
Commerce and Accounting streams	2	3 hours

3. EXAM SECTIONS AND WEIGHTING

The weighting for each section is specified as follows:

Stream	Comprehension	Language	Writing
Arts	15/40	15/40	10/40
Humanities	15/40	15/40	10/40
All Science, Technical and Original streams & All Engineering and Agriculture streams	15/40	15/40	10/40
Culinary Arts, Catering, Logistics and Fashion Design streams	15/40	15/40	10/40
Commerce and Accounting streams	15/40	15/40	10/40

N.B. There may be partial similarities in exam content between two or more majors/streams. Test papers may share parts of (or whole) sections.



الأطر المرجعية المكيفة الخاصة بالامتحان الوطني الموحد لنيل شهادة البكالوريا – 2024
الإطار المرجعي المكيف لاختبار مادة اللغة الإنجليزية – جميع المسالك
المركز الوطني للتقويم و الامتحانات

ص 4 من 10

الهاتف/52 05.37.71.44.53 – الفاكس : 05.37.71.44.08 البريد الإلكتروني : cneebac@gmail.com

4. SECTIONS, TEST TECHNIQUES AND RUBRICS

4.1. THE COMPREHENSION SECTION

- The reading tasks must aim at testing comprehension and not word recognition *per se*.
- Questions must appear in textual order within the rubrics.
- For word meaning or reference, the relevant paragraph must be indicated.

4.1.1. READING SUBSKILLS

Testees should be able to

- identify main idea and details
- identify specific information
- make inferences (attitude, purpose, mood, feeling)
- infer word meaning from the context
- identify referents
- transfer information from text to chart
- identify the logical order of ideas in the text



4.1.2. TEXT TYPES AND TOPICS

The comprehension section can include one or more texts. Texts need to be of an appropriate level of difficulty, and should preferably target issues related to the topics and themes in the syllabus. They should also relate to testees' interests, age, background knowledge and experience.

Reading texts could be in the form of articles, letters, emails, biographies, film/book reviews, reports, advertisements, and may include charts, pictures, maps, diagrams, etc. They can be narrative, informative, descriptive, expository, or argumentative.

4.1.3. LENGTH OF TEXTS

The total number of words in the reading material should observe the following:

Stream	Total number of words (with a margin of 10%)
Arts	350 – 450
Humanities	300 – 400
All Science, Technical and Original streams & All Engineering and Agriculture streams	250 – 350
Culinary Arts, Catering, Logistics and Fashion Design	350 – 450
Commerce and Accounting streams	300 – 400

4.1.4. TEST TECHNIQUES

The following techniques are designed to test various reading sub-skills. They should be varied so that no particular technique would become so predictable. They should also lead to clear and reliable scoring.

- Chart filling
- Gap filling
- Identifying/locating
- Information transfer
- Listing
- Matching



- Multiple choice
- Ordering
- Sentence completion
- True/False with justification
- True/False without justification
- Wh-questions

4.1.5. DISTRIBUTION OF BITS

The comprehension section should contain 10 to 24 bits. The bits should sample the reading sub-skills listed above. Over-testing one or two reading sub-skills at the expense of others should be avoided.

4.1.6. RUBRICS

Rubrics are instructions that inform test-takers on how to perform test tasks. They also inform them about the scores. Up to seven rubrics from the list below can be used to test reading comprehension:

- ANSWER THESE QUESTIONS.
- ARE THESE STATEMENTS TRUE OR FALSE? CORRECT THE FALSE ONES.
- ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY.
- ARE THESE STATEMENTS TRUE OR FALSE? TICK (✓) THE RIGHT BOX.
- CHOOSE THE BEST TITLE FOR THE PASSAGE.
- CHOOSE THE RIGHT ANSWER FROM THE LIST GIVEN.
- COMPLETE THE FOLLOWING SENTENCES WITH INFORMATION FROM THE TEXT.
- FILL IN THE BLANKS WITH WORDS, PHRASES OR EXPRESSIONS FROM THE TEXT.
- FILL IN THE CHART WITH THE RIGHT INFORMATION FROM THE TEXT.
- FIND IN THE TEXT WORDS, PHRASES OR EXPRESSIONS THAT MEAN ALMOST THE SAME AS:
- MATCH EACH IDEA WITH THE CORRESPONDING PARAGRAPH.
- MATCH THE WORD(S)/PHRASE(S) OR EXPRESSION(S) WITH THE RIGHT EXPLANATION(S) ACCORDING TO THE TEXT.
- PICK OUT FROM THE TEXT A SENTENCE OR A PHRASE WHICH SHOWS THAT:
- WHAT DO THE UNDERLINED WORDS IN THE TEXT REFER TO?
- WHAT IS THE WRITER'S OPINION/ ATTITUDE/ PURPOSE?

4.1.7. SCORING

Responses may get a score of 0, 0.5, 1, 1.5 or 2 points.

When scoring reading comprehension, students must not be penalized for grammar and/or spelling mistakes. Focus only on ideas and meaning.

4.2. THE LANGUAGE SECTION

- This section includes vocabulary, grammar and functions, and aims at testing students' ability to use language accurately and appropriately.
- Items testing vocabulary, grammar and functions should be contextualised.
- Items testing grammar may include affirmative, negative and interrogative forms.
- Items can be receptive and/or productive.
- Receptive gap-filling items must have the following number of alternatives:
 - 1 gap: 3 alternatives
 - 2 gaps: 5 alternatives
 - 3 gaps: 6 alternatives

4.2.1. DISTRIBUTION AND WEIGHTING

VOCABULARY	GRAMMAR	FUNCTIONS
4 points	7 points	4 points

4.2.2. VOCABULARY

Items testing vocabulary should be related to the topics and themes in the adapted syllabus. They should particularly focus on the following lexical elements:

- topic related vocabulary
- collocations
- suffixes, prefixes and their meanings
- phrasal verbs

4.2.3. GRAMMAR

Grammar items test students' ability to recognize and use language accurately and appropriately. The items should be contextualized. They should target the following:

- Tenses: Simple Present, Present Continuous, Present Perfect Simple, Simple Past, Past Continuous, Past Perfect Simple, Future Simple, Future Perfect Simple
- Modals in the present
- Conditionals 1 and 2
- Reported speech
- Linking words: (Addition: moreover, in addition to, also, besides / Concession and contrast: although, in spite of, despite, however, yet, but / Cause-effect: because (of), as, consequently, so, as a result)
- Infinitive & gerund
- Passive voice
- Relative Pronouns



4.2.4. FUNCTIONS

The functions to be tested are the following:

Social Functions
• Making and responding to requests • Making and responding to complaints • Apologizing and responding to apologies • Asking for and giving advice • Asking for and giving opinion • Agreeing and disagreeing • Expressing lack of understanding and asking for clarification

4.2.5. TEST TECHNIQUES FOR THE LANGUAGE SECTION

A variety of test techniques should be included in the language section. The overuse of some of these techniques at the expense of others must be avoided.

- providing the correct verb tense/ form
- providing the correct word form
- rewriting sentences
- gap filling
- matching
- multiple choice
- cloze procedure with list or with first letter given
- responding to situations
- completing dialogues



4.2.6. RUBRICS

The rubrics below are to be used when testing grammar, vocabulary and functions.

- **COMPLETE THE FOLLOWING DIALOGUE(S) APPROPRIATELY.**
- **CHOOSE THE RIGHT ANSWER.**
- **FILL IN THE GAPS WITH APPROPRIATE COLLOCATIONS.**
- **FILL IN THE GAPS WITH APPROPRIATE PHRASAL VERBS.**
- **FILL IN THE GAPS WITH APPROPRIATE WORDS OR EXPRESSIONS FROM THE LIST.**
- **GIVE THE CORRECT FORMS OF THE WORDS IN BRACKETS.**
- **MATCH EACH EXPRESSION WITH ITS APPROPRIATE FUNCTION.**
- **PUT THE FOLLOWING EXCHANGES IN THE CORRECT ORDER.**
- **PUT THE VERBS IN BRACKETS IN THE CORRECT FORM.**
- **PUT THE VERBS IN BRACKETS IN THE RIGHT TENSE.**
- **REWRITE THE SENTENCES AS INDICATED.**
- **REWRITE THE SENTENCES BEGINNING WITH THE WORDS GIVEN.**
- **TICK (V) THE CORRECT SENTENCE (S).**
- **WHAT DOES EACH SENTENCE EXPRESS?**
- **WRITE AN APPROPRIATE RESPONSE TO THE FOLLOWING SITUATION(S).**
- **WHAT WOULD YOU SAY IN THE FOLLOWING SITUATION(S)?**

4.2.7. DISTRIBUTION OF BITS

The language section must contain 10 to 24 bits. The bits must sample the language components (grammar, vocabulary and functions) included in the syllabus.

A minimum of four rubrics must be used in the language section.

4.2.8. SCORING

Responses may be scored 0, 0.5, 1, 1.5 or 2 point(s).

4.3. THE WRITING SECTION

4.3.1. WRITING SUB-SKILLS AND ACTIVITIES

The writing section measures the ability to write in English, including the ability to generate, organize, and develop ideas, to support those ideas with examples, arguments or evidence and to recognise text organisation. This section may include one or two tasks. In case there are two writing tasks, one will be guided or semi-guided and the other free. In this document, a free writing task is defined as a writing task which includes the topic for writing and, sometimes, cues to help the candidate. The target writing sub-skills include the use of

- adequate and relevant content.
- appropriate text structure according to the targeted format.
- appropriate style according to audience.
- cohesive devices and transitions to organize their writing.
- correct use of mechanics (spelling, punctuation, capitalization).
- appropriate structures and vocabulary to get the message across.
- variety of sentence structures: simple and complex ones.



Tasks related to writing may include:

- developing a topic sentence
- writing a topic sentence
- completing a paragraph
- punctuating a paragraph
- completing a dialogue
- describing a picture/person/process
- filling a diagram
- writing an article
- writing a biography
- writing a story
- filling in a form
- writing an email
- writing a blog post
- writing a film review
- writing a report
- re-ordering sentences / a paragraph

4.3.2 LENGTH OF THE WRITTEN PRODUCT

The required length of the written product varies with the number of tasks set. When only one writing task is assigned (and this can only be a free writing task), the required length should approximate the number of words indicated in the table below:

All majors and streams
From 100 to 200 words

When two writing tasks (one free and the other guided or semi-guided) are set, the number of words for the free writing task is indicated in the table below:

All majors and streams
From 50 to 100 words

4.3.3. SCORING CRITERIA

Criteria for scoring must be specified in the marking scale.

Scoring criteria
Relevance to the task(s)
Appropriate paragraphing and organisation
Appropriateness and variety of vocabulary
Accurate use of grammar
Accurate use of mechanics (spelling, punctuation and capitalization)

The rating scale for scoring the writing section will vary with the number of tasks set. When only one free writing task is assigned, it will be graded using a scale ranging from 0 to 10. However, when two writing tasks are set (one free and the other guided or semi-guided) the mark for the free task will range from 0 to 6 points, and the one for the guided or semi-guided task from 0 to 4 points. A score of 0 is given when:

- the candidate does not write anything
- the candidate only copies the prompts or the topic
- the candidate writes in a language other than English
- the candidate writes about a topic different from the one assigned

